



Tom Horne, Superintendent  
of Public Instruction

# ARIZONA DISTRICT REPORT CARD 2005-06

## Murphy Elementary District

2615 W Buckeye Rd., Phoenix, AZ 85009-

No Child Left Behind

Adequate Yearly Progress<sup>1</sup>

2004-05 Not Met

2003-04 Not Met

2002-03 Not Met

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### Current Administrator<sup>2</sup>

Title: Superintendent

Fax: (602) 353-5081

Name: Paul Mohr, Jr.

Phone: (602) 353-5002

Email: pmohr@msdaz.org

## District At A Glance

### Enrollment<sup>3</sup>

	State	District
2004-2005 Student Enrollment	1,037,655	2,499

### Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	66	5	0	2
4 to 6 years	18	1	0	0
7 to 9 years	5	2	0	0
10 or more years	41	23	1	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

19%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	37%	37%	N/A	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	279	79306	100	99	415	445	18	10	32	18	48	51	2	20
All Students (03-04)	279	75509	99	100	498	521	21	13	37	23	29	33	12	31
Female (04-05)	131	38691	100	99	416	446	15	10	29	18	54	52	2	20
Female (03-04)	138	37013	100	100	499	522	22	12	34	24	34	33	10	31
Male (04-05)	149	40583	100	99	413	445	21	11	34	18	43	50	2	21
Male (03-04)	141	38430	96	99	497	521	21	14	41	22	24	33	15	31
African American (04-05)	NC	4041	NC	99	NC	426	NC	17	NC	23	NC	50	NC	10
African American (03-04)	NC	3660	NC	99	NC	496	NC	24	NC	31	NC	28	NC	18
Hispanic (04-05)	262	32869	100	99	415	429	17	15	32	25	49	51	2	10
Hispanic (03-04)	263	30486	99	99	498	505	20	18	41	29	26	32	13	21
Asian/Pacific Islander (04-05)	NC	1935	NC	99	NC	474	NC	3	NC	9	NC	48	NC	40
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
American Indian/Alaskan Native (04-05)	NC	4264	NC	100	NC	419	NC	19	NC	30	NC	45	NC	6
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
White (04-05)	NC	36197	NC	99	NC	463	NC	5	NC	11	NC	53	NC	31
White (03-04)	NC	35192	NC	99	NC	534	NC	8	NC	19	NC	35	NC	39
Students with Disabilities (04-05)	60	10321	100	100	373	389	48	30	32	27	20	34	0	9
Students with Disabilities (03-04)	39	9708	95	100	477	489	25	32	50	27	25	24	0	17
Students without Disabilities (04-05)	220	69060	99	98	427	454	9	7	32	17	56	54	3	22
Students without Disabilities (03-04)	240	65801	100	98	500	525	21	11	36	23	30	34	13	33
Limited English Proficient Students (04-05)	179	15509	100	100	411	406	20	20	34	30	44	45	2	5
Limited English Proficient Students (03-04)	200	16928	100	100	462	485	0	29	100	33	0	26	0	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Economically Disadvantaged (04-05)	264	39415	97	96	418	431	19	15	31	25	48	50	2	10
Economically Disadvantaged (03-04)	259	36411	NA	NA	499	503	20	19	39	29	30	32	11	20
Non-Economically Disadvantaged (04-05)	16	39966	100	100	360	459	14	6	50	12	36	52	0	30
Non-Economically Disadvantaged (03-04)	20	39040	NA	NA	493	534	33	8	22	19	22	34	22	39

## 3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	280	79395	0	99	413	446	20	9	38	25	41	55	0	11
All Students (03-04)	279	75492	99	100	504	519	11	12	39	16	41	47	9	24
Female (04-05)	131	38691	0	100	419	451	13	7	41	24	46	57	0	12
Female (03-04)	137	37014	100	100	505	523	13	10	33	15	48	48	8	27
Male (04-05)	150	40618	0	99	408	440	26	11	36	27	38	53	0	9
Male (03-04)	142	38400	97	99	503	516	9	14	47	17	32	47	12	21
African American (04-05)	NC	4052	NC	100	NC	434	NC	11	NC	29	NC	54	NC	6
African American (03-04)	NC	3665	NC	99	NC	505	NC	20	NC	22	NC	43	NC	14
Hispanic (04-05)	262	32915	0	99	414	426	19	15	39	35	42	47	0	4
Hispanic (03-04)	263	30438	99	99	504	508	12	17	38	21	40	47	10	15
Asian/Pacific Islander (04-05)	NC	1936	NC	99	NC	468	NC	3	NC	14	NC	63	NC	19
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
American Indian/Alaskan Native (04-05)	NC	4271	NC	100	NC	420	NC	15	NC	42	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
White (04-05)	NC	36221	NC	99	NC	465	NC	4	NC	15	NC	63	NC	17
White (03-04)	NC	35177	NC	99	NC	528	NC	8	NC	13	NC	49	NC	31
Students with Disabilities (04-05)	60	10331	0	100	365	388	55	25	36	37	9	34	0	4
Students with Disabilities (03-04)	39	9707	95	100	492	495	14	33	43	21	43	33	0	13
Students without Disabilities (04-05)	221	69139	0	99	427	454	10	7	39	24	51	58	0	11
Students without Disabilities (03-04)	240	65785	100	98	505	522	10	10	39	16	40	49	10	26
Limited English Proficient Students (04-05)	179	15545	0	100	407	399	21	21	43	42	36	35	0	1
Limited English Proficient Students (03-04)	201	16905	100	100	477	489	0	34	100	28	0	32	0	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Economically Disadvantaged (04-05)	265	39484	0	96	415	429	21	14	39	35	40	47	0	4
Economically Disadvantaged (03-04)	257	36302	NA	NA	505	507	11	18	38	21	41	46	11	14
Non-Economically Disadvantaged (04-05)	16	39986	0	100	374	461	0	4	36	16	64	63	0	17
Non-Economically Disadvantaged (03-04)	22	39164	NA	NA	490	528	13	8	50	13	38	48	0	31

## 3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	279	78869	100	99	414	442	8	6	33	21	58	63	1	10
All Students (03-04)	277	75053	99	99	564	597	3	7	23	12	73	72	1	9
Female (04-05)	132	38536	100	99	433	458	4	4	21	15	73	67	2	14
Female (03-04)	136	36872	100	99	576	621	3	5	23	9	75	74	0	12
Male (04-05)	148	40302	99	99	398	428	11	8	43	26	45	60	1	7
Male (03-04)	141	38109	96	99	550	573	3	10	24	14	71	69	3	6
African American (04-05)	NC	4015	NC	99	NC	430	NC	8	NC	24	NC	61	NC	7
African American (03-04)	NC	3636	NC	99	NC	568	NC	12	NC	16	NC	67	NC	6
Hispanic (04-05)	261	32606	100	98	416	426	8	8	31	27	60	60	1	5
Hispanic (03-04)	261	30235	98	98	562	575	3	9	22	14	73	70	2	6
Asian/Pacific Islander (04-05)	NC	1925	NC	99	NC	471	NC	3	NC	11	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
American Indian/Alaskan Native (04-05)	NC	4245	NC	100	NC	423	NC	9	NC	26	NC	61	NC	4
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
White (04-05)	NC	36078	NC	99	NC	459	NC	4	NC	16	NC	66	NC	14
White (03-04)	NC	35028	NC	99	NC	613	NC	6	NC	10	NC	73	NC	11
Students with Disabilities (04-05)	59	10246	100	100	341	367	22	18	51	39	27	40	0	4
Students with Disabilities (03-04)	39	9625	95	100	546	530	0	21	29	21	71	55	0	4
Students without Disabilities (04-05)	221	68697	99	98	435	454	4	4	28	18	66	67	2	11
Students without Disabilities (03-04)	238	65428	99	98	566	604	3	6	22	11	73	73	1	10
Limited English Proficient Students (04-05)	178	15339	100	100	412	399	9	11	32	31	58	54	1	3
Limited English Proficient Students (03-04)	199	16765	100	100	519	525	0	17	0	20	100	60	0	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Economically Disadvantaged (04-05)	263	39106	97	95	417	427	8	8	32	28	58	59	1	5
Economically Disadvantaged (03-04)	255	36077	NA	NA	564	566	2	10	24	16	73	69	2	5
Non-Economically Disadvantaged (04-05)	17	39837	100	100	366	457	0	4	50	14	50	67	0	15
Non-Economically Disadvantaged (03-04)	22	38950	NA	NA	568	618	13	5	13	9	75	73	0	12

## 5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	279	78906	99	99	462	498	32	13	31	19	34	48	3	20
All Students (03-04)	298	76019	100	100	466	499	18	14	63	39	11	14	7	33
Female (04-05)	136	38644	98	99	468	500	26	12	35	19	37	49	2	19
Female (03-04)	154	37207	99	100	465	499	18	12	63	41	14	14	5	33
Male (04-05)	143	40236	100	99	456	497	38	15	26	19	32	46	4	20
Male (03-04)	144	38677	100	100	466	498	19	15	64	38	8	13	9	34
African American (04-05)	NC	4087	NC	99	NC	481	NC	20	NC	24	NC	45	NC	11
African American (03-04)	NC	3817	NC	100	NC	475	NC	23	NC	47	NC	11	NC	18
Hispanic (04-05)	262	31938	99	99	461	481	32	19	31	25	34	46	3	10
Hispanic (03-04)	286	29458	100	100	466	480	17	20	64	48	11	12	7	20
Asian/Pacific Islander (04-05)	--	1805	--	98	--	536	--	5	--	8	--	45	--	42
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
American Indian/Alaskan Native (04-05)	NC	4593	NC	100	NC	467	NC	26	NC	29	NC	39	NC	6
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	466	NC	28	NC	49	NC	10	NC	13
White (04-05)	NC	36483	NC	99	NC	517	NC	7	NC	13	NC	51	NC	30
White (03-04)	NC	35880	NC	100	NC	515	NC	7	NC	32	NC	16	NC	45
Students with Disabilities (04-05)	56	10664	97	100	429	430	63	42	22	27	14	26	2	5
Students with Disabilities (03-04)	40	9786	100	100	439	457	37	39	63	40	0	7	0	13
Students without Disabilities (04-05)	223	68310	100	98	470	509	24	9	33	18	40	51	3	22
Students without Disabilities (03-04)	258	66233	100	99	470	503	15	11	64	39	13	14	8	35
Limited English Proficient Students (04-05)	171	12573	100	100	456	454	35	27	34	30	30	38	1	5
Limited English Proficient Students (03-04)	210	15206	100	100	462	459	20	31	68	53	9	7	3	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Economically Disadvantaged (04-05)	264	38679	97	96	463	483	32	20	31	25	34	45	2	10
Economically Disadvantaged (03-04)	272	35714	NA	NA	466	480	18	20	64	47	11	12	8	20
Non-Economically Disadvantaged (04-05)	15	40295	100	100	445	513	25	7	25	13	33	50	17	30
Non-Economically Disadvantaged (03-04)	26	40266	NA	NA	461	513	24	9	59	33	18	15	0	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	279	78908	0	99	450	484	27	10	37	23	35	58	1	9
All Students (03-04)	298	76020	100	100	487	503	49	25	30	23	19	40	2	12
Female (04-05)	136	38644	0	99	459	489	19	8	39	22	41	61	1	10
Female (03-04)	154	37213	99	100	489	504	46	22	30	23	22	42	1	13
Male (04-05)	143	40233	0	99	441	479	34	12	35	25	29	55	2	8
Male (03-04)	144	38666	100	100	486	501	52	29	30	22	16	38	2	12
African American (04-05)	NC	4092	NC	99	NC	473	NC	12	NC	28	NC	54	NC	5
African American (03-04)	NC	3819	NC	100	NC	494	NC	37	NC	26	NC	31	NC	6
Hispanic (04-05)	262	31940	0	99	448	465	27	16	38	32	34	49	0	3
Hispanic (03-04)	286	29442	100	99	488	494	49	37	30	26	20	31	2	6
Asian/Pacific Islander (04-05)	--	1805	--	98	--	507	--	4	--	13	--	65	--	18
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
American Indian/Alaskan Native (04-05)	NC	4569	NC	100	NC	457	NC	18	NC	39	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	489	NC	48	NC	25	NC	24	NC	3
White (04-05)	NC	36502	NC	99	NC	502	NC	4	NC	14	NC	67	NC	15
White (03-04)	NC	35890	NC	100	NC	511	NC	15	NC	20	NC	48	NC	18
Students with Disabilities (04-05)	56	10665	0	100	414	423	55	30	33	36	12	31	0	2
Students with Disabilities (03-04)	40	9784	100	100	477	485	78	58	17	19	4	19	0	4
Students without Disabilities (04-05)	223	68312	0	98	459	493	20	7	38	21	41	62	2	10
Students without Disabilities (03-04)	258	66236	100	99	489	504	45	23	32	23	21	42	2	13
Limited English Proficient Students (04-05)	171	12556	0	100	443	436	31	24	39	40	30	35	0	1
Limited English Proficient Students (03-04)	210	15198	100	100	485	483	54	59	33	25	12	14	1	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Economically Disadvantaged (04-05)	264	38662	0	96	451	468	27	16	37	32	35	49	1	3
Economically Disadvantaged (03-04)	272	35703	NA	NA	488	494	49	37	31	26	18	31	2	6
Non-Economically Disadvantaged (04-05)	15	40315	0	100	435	498	17	5	33	15	42	66	8	14
Non-Economically Disadvantaged (03-04)	26	40274	NA	NA	484	509	47	17	24	20	29	47	0	17

## 5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	278	78750	99	99	468	500	10	6	48	29	42	63	0	2
All Students (03-04)	298	75673	100	100	494	530	15	12	37	25	48	58	1	4
Female (04-05)	136	38586	98	99	481	515	6	4	48	22	46	71	0	3
Female (03-04)	154	37099	99	100	512	548	8	8	28	22	63	64	1	6
Male (04-05)	142	40135	99	99	455	486	13	8	48	35	38	56	1	1
Male (03-04)	144	38441	100	99	475	513	21	16	46	29	33	52	0	3
African American (04-05)	NC	4081	NC	99	NC	488	NC	8	NC	32	NC	59	NC	2
African American (03-04)	NC	3791	NC	99	NC	506	NC	18	NC	29	NC	50	NC	3
Hispanic (04-05)	261	31841	98	99	465	483	10	8	49	36	41	55	0	1
Hispanic (03-04)	286	29305	100	99	495	507	14	16	37	31	49	51	1	2
Asian/Pacific Islander (04-05)	--	1802	--	98	--	533	--	2	--	16	--	75	--	7
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
American Indian/Alaskan Native (04-05)	NC	4586	NC	100	NC	481	NC	8	NC	37	NC	54	NC	1
American Indian/Alaskan Native (03-04)	NC	4707	NC	100	NC	492	NC	19	NC	33	NC	46	NC	1
White (04-05)	NC	36440	NC	99	NC	516	NC	3	NC	22	NC	71	NC	4
White (03-04)	NC	35760	NC	99	NC	550	NC	9	NC	21	NC	64	NC	6
Students with Disabilities (04-05)	56	10622	97	100	406	415	25	21	63	50	12	28	0	1
Students with Disabilities (03-04)	40	9706	100	100	449	462	30	36	52	32	17	31	0	1
Students without Disabilities (04-05)	222	68196	99	98	484	513	6	3	44	25	50	69	1	3
Students without Disabilities (03-04)	258	65967	100	99	500	536	12	10	35	25	52	60	1	5
Limited English Proficient Students (04-05)	170	12504	99	100	457	451	12	12	51	44	37	43	0	1
Limited English Proficient Students (03-04)	210	15115	100	100	480	471	18	26	41	38	41	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Economically Disadvantaged (04-05)	263	38558	97	96	469	485	10	8	48	37	42	54	0	1
Economically Disadvantaged (03-04)	272	35541	NA	NA	493	504	14	17	39	31	47	50	1	2
Non-Economically Disadvantaged (04-05)	15	40260	100	100	445	514	8	3	42	21	42	72	8	4
Non-Economically Disadvantaged (03-04)	26	40091	NA	NA	506	550	18	9	18	21	65	64	0	6

## 8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	221	78250	100	99	537	548	30	21	21	18	40	48	10	13
All Students (03-04)	250	75001	100	99	457	468	47	37	36	36	11	16	6	10
Female (04-05)	113	38071	100	99	548	549	25	20	20	19	42	49	13	12
Female (03-04)	127	36846	100	99	454	468	47	36	40	38	10	16	3	10
Male (04-05)	107	40126	100	99	524	547	35	23	21	17	37	46	7	14
Male (03-04)	123	37974	99	99	460	467	47	39	32	34	12	16	9	11
African American (04-05)	NC	4058	NC	99	NC	523	NC	32	NC	22	NC	41	NC	5
African American (03-04)	NC	3720	NC	98	NC	446	NC	53	NC	33	NC	9	NC	4
Hispanic (04-05)	211	29129	100	99	539	527	30	32	21	23	38	40	10	6
Hispanic (03-04)	231	26675	99	98	457	448	46	52	35	34	12	10	7	4
Asian/Pacific Islander (04-05)	--	1747	--	100	--	589	--	9	--	9	--	50	--	32
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
American Indian/Alaskan Native (04-05)	--	4996	--	100	--	518	--	36	--	25	--	36	--	4
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
White (04-05)	NC	38320	NC	99	NC	568	NC	12	NC	14	NC	55	NC	19
White (03-04)	11	37785	100	99	460	482	50	25	50	39	0	21	0	15
Students with Disabilities (04-05)	36	9329	100	100	461	454	82	64	12	18	6	16	0	2
Students with Disabilities (03-04)	49	8802	100	100	424	418	75	79	6	16	19	3	0	1
Students without Disabilities (04-05)	185	68996	100	99	553	561	18	16	23	18	47	52	12	14
Students without Disabilities (03-04)	201	66199	98	99	460	472	44	34	39	38	10	17	7	11
Limited English Proficient Students (04-05)	120	10133	100	100	529	488	33	45	19	25	41	28	7	2
Limited English Proficient Students (03-04)	138	11710	99	100	451	429	50	70	38	25	8	4	5	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	199	33388	98	94	537	530	31	32	22	22	38	40	9	5
Economically Disadvantaged (03-04)	222	29814	NA	NA	458	448	46	53	36	33	11	10	7	4
Non-Economically Disadvantaged (04-05)	22	44937	100	100	534	561	13	13	7	15	60	54	20	18
Non-Economically Disadvantaged (03-04)	28	45170	NA	NA	450	479	53	28	35	38	12	20	0	14



## 8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	221	78302	0	99	494	512	17	11	33	25	46	57	3	7
All Students (03-04)	251	74918	100	99	482	497	45	32	21	19	30	35	4	15
Female (04-05)	113	38071	0	99	505	518	14	8	31	24	51	61	4	7
Female (03-04)	128	36805	100	99	482	501	41	28	26	19	31	37	1	16
Male (04-05)	107	40166	0	99	483	507	21	14	36	26	40	54	2	6
Male (03-04)	123	37936	99	99	481	493	49	35	15	18	29	33	7	14
African American (04-05)	NC	4064	NC	100	NC	498	NC	14	NC	29	NC	54	NC	3
African American (03-04)	NC	3719	NC	98	NC	481	NC	43	NC	21	NC	29	NC	7
Hispanic (04-05)	211	29152	0	99	496	492	18	17	34	34	45	46	3	2
Hispanic (03-04)	232	26645	100	98	480	478	48	46	20	20	28	27	4	6
Asian/Pacific Islander (04-05)	--	1746	--	100	--	542	--	5	--	13	--	66	--	16
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
American Indian/Alaskan Native (04-05)	--	4993	--	100	--	484	--	19	--	38	--	42	--	1
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
White (04-05)	NC	38347	NC	99	NC	531	NC	5	NC	17	NC	68	NC	10
White (03-04)	11	37773	100	99	500	511	13	20	38	18	50	41	0	21
Students with Disabilities (04-05)	36	9353	0	100	435	429	56	40	32	38	9	22	3	1
Students with Disabilities (03-04)	49	8801	100	100	445	448	85	75	0	13	15	10	0	2
Students without Disabilities (04-05)	185	69024	0	99	507	524	9	7	34	23	54	62	3	7
Students without Disabilities (03-04)	202	66117	98	99	485	501	41	28	23	19	31	37	4	16
Limited English Proficient Students (04-05)	120	10140	0	100	485	451	23	28	35	43	38	29	3	1
Limited English Proficient Students (03-04)	138	11706	99	100	471	454	59	71	14	16	27	12	0	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	199	33398	0	94	495	495	19	18	33	35	45	46	3	2
Economically Disadvantaged (03-04)	223	29785	NA	NA	482	477	45	47	21	20	30	26	4	6
Non-Economically Disadvantaged (04-05)	22	44979	0	100	488	525	0	6	33	18	60	66	7	10
Non-Economically Disadvantaged (03-04)	28	45115	NA	NA	476	508	47	23	24	18	29	39	0	20

## 8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	220	78094	100	99	515	545	7	3	29	18	63	77	1	2
All Students (03-04)	251	74503	100	99	465	491	8	9	46	32	45	51	2	8
Female (04-05)	113	38025	100	99	533	558	4	2	24	13	72	82	0	2
Female (03-04)	128	36686	100	99	474	506	5	5	41	29	53	57	1	9
Male (04-05)	106	40013	99	99	494	534	11	5	35	23	53	71	1	1
Male (03-04)	123	37644	99	98	454	476	11	13	51	36	36	45	3	6
African American (04-05)	NC	4037	NC	99	NC	532	NC	4	NC	22	NC	73	NC	1
African American (03-04)	NC	3677	NC	97	NC	475	NC	12	NC	36	NC	46	NC	5
Hispanic (04-05)	210	29068	100	99	516	523	8	5	30	27	63	67	0	1
Hispanic (03-04)	232	26500	100	97	465	467	8	13	46	39	44	44	2	4
Asian/Pacific Islander (04-05)	--	1743	--	100	--	577	--	2	--	9	--	82	--	8
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
American Indian/Alaskan Native (04-05)	--	4981	--	100	--	526	--	4	--	25	--	70	--	0
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
White (04-05)	NC	38265	NC	99	NC	564	NC	2	NC	11	NC	84	NC	3
White (03-04)	11	37606	100	99	460	508	0	6	50	28	50	56	0	10
Students with Disabilities (04-05)	36	9275	100	100	424	444	26	14	56	46	15	39	3	1
Students with Disabilities (03-04)	49	8662	100	100	389	409	38	37	54	42	8	20	0	1
Students without Disabilities (04-05)	184	68892	100	98	535	559	3	2	23	14	74	82	0	2
Students without Disabilities (03-04)	202	65841	98	98	472	499	5	7	45	32	48	53	2	8
Limited English Proficient Students (04-05)	119	10084	100	100	503	474	8	10	34	39	57	50	1	1
Limited English Proficient Students (03-04)	138	11608	99	100	449	430	10	23	56	47	32	28	3	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	198	33296	97	94	514	527	8	5	31	27	61	67	0	0
Economically Disadvantaged (03-04)	223	29587	NA	NA	464	465	7	14	48	40	43	43	2	4
Non-Economically Disadvantaged (04-05)	22	44871	100	100	522	559	0	2	7	12	87	84	7	3
Non-Economically Disadvantaged (03-04)	28	44898	NA	NA	469	507	12	7	29	28	59	55	0	10

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Alfred F Garcia School

SI Year 1

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at [www.ade.az.gov/asd/nclb](http://www.ade.az.gov/asd/nclb)

Murphy Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Alfred F Garcia School	Performing	N/A	Met
Arthur M Hamilton School	Underperforming	N/A	Met
Jack L Kuban Elementary School	Performing Plus	N/A	Met
William R Sullivan Elementary School	Performing Plus	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard, and Exceeds (E) the standard. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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